

Programme 117†.

L<sub>3</sub>

(May to July, 1930,  
(September to December, 1930, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

MOTTO: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLLET.)

#### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated.

*Old Testament History*,\* by J. M. Hardwich and the Rev.  
H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp.  
3-79.

*St. Luke*, chapters 17-24 inclusive. *The Saviour of the  
World*,\* Vol. I. (P.N.E.U. Office, 3/-), pp. 107-159, with  
Bible passages from index.

Optional: (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical  
Geography of the Holy Land*, by S. R. Macphail  
(Clark, 1/-), pp. 7-39. (c) *Palestine in Picture*, by  
Canon Raven (Heffer, 10/6).

Teachers will find the following books useful for personal  
study: (a) *Fact and Faith in the Bible*, by Rev. W.  
R. Williams, M.A. (S.P.C.K., 3/6. Ready in April).  
(b) *The Accuracy of the Old Testament*, by J. Garrow  
Duncan, B.D. (S.P.C.K., 6/- Ready in April). (c)  
*Helps to the Study of the Bible* (Oxford Press, 3/6).  
(d) *Peloubet's Bible Dictionary* (R.T.S., 10/6).

For Sunday Reading (optional):

(a) *Heroes and Writers of the Book of Common Prayer*,  
by G. M. Forde (S.P.C.K., 3/6). (b) *How to read the  
Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/6),  
Parts I. and II., chapters i.-iii., inclusive. (c) *Ecce*

† The 117th term of work set since the Parents' Union School began.

*Homo, Ecce Rex*, by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 104-200. (d) *Saints and Heroes of the Western World*, by M. O. Davies (Oxford Press, 2/6), pp. 49-85. *Romance of Excavation*, by David Masters (Bodley Head, 3/6), pp. 1-90.

#### Sunday Occupations:

A Book of Centuries.

Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). or, *Lectioes* (Spottiswoode, 1d., 1930). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings, for use in Schools* (S.C.M., 3/-).

#### Writing.

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 7. Choose and transcribe passages from *Julius Caesar*, and other books set.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph to be dictated.

#### Composition. (Also oral or written narration each day, see leaflet H.)

Write, in verse or prose, on (a) some subject under History or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Literature" should be followed. Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 139-158, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 67-97.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 91-109. Shakespeare's *Julius Caesar*\* (Blackie, Plain text, 6d.). Palgrave's *Golden Treasury*\* (Macmillan, 3/6): read modern poets. Scott's *Count Robert of Paris*\* (Dent, 2/-), or Kingsley's *Hereward the Wake*\* (Dent, 2/-). Tennyson's *Dramas: The Foresters* (Macmillan, 3/6). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### English History.

*A History of England*,\* by Cyril Robinson, Vol. I., (Methuen, 3/6), pp. 69-132 (1066-1199), or Arnold-Forster's *A History of England*\* (Cassell, 8/6), chapters 7-17, inclusive, pp. 65-131 (901-1154).

Teacher will find useful Quennell's *Everyday Life in Anglo-Saxon, Viking and Norman Times* (Batsford, 5/-).

Make summaries of events and dates, and a chart of the 12th Century. Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct 6/- a year).

#### General History.<sup>1</sup>

*Hellas the Forerunner*,\* Part I., by H. W. Household (Dent, 3/6), pp. 100-136.

*Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 175-210. British Museum Coloured Postcards, Set C 9 (2/6), may be used.

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6, see illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Footprints of Early Man*, by D. A. Mackenzie (Blackie, 3/-), pp. 150-180. British Museum Coloured Postcards, Set 10 (1/-), may be used.

#### Citizenship.

*Ourselves*,\* Book 1. (Kegan Paul, 4/6), pp. 118-139. North's Plutarch's *Lives: Julius Caesar*\* (Blackie, 10d.). *Buyers and Makers*,\* by D. M. Vaughan (Longmans, 2/-), pp. 76-95. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

<sup>1</sup> Overseas members see special leaflet.

### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book IV.\** (new edition), (Kegan Paul, 4/-), pp. 253-309 (Russia, Denmark, Iceland, Scandinavia). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 215-261. Geikie's *Physical Geography\** (Macmillan, 1/9), sections 224-270. Philip's *Modern School Atlas of Physical, Political and Commercial Geography\** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

### Natural History and Botany.<sup>1</sup>

*Winners in Life's Race,\** by A. Buckley (Macmillan, 6/-), pp. 89-135. *The Study of Plant Life,\** by M. C. Stopes (Blackie, 6/-), pp. 165-193. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., (a) Fossils: (S.N.S.U. Leaflet No. 34, 2½d.), (b) a plant map (see Stopes); the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

### General Science.

*The Fairyland of Science,\** by A. Buckley (Macmillan, 6/-), pp. 52-100. *The World of Sound,\** by Sir William Bragg (Bell, 5/-), pp. 1-66, inclusive, or, † *The Health Reader,\** by W. Hoskyns-Abraham (Cassell, 3/-, 1927 edition), pp. 66-96 and 206-221, may be taken instead by children not going on into Form IV.

### Picture Talk.

Study, describe, and draw from memory details of six reproductions\* of pictures by Mantegna (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the April *Parents' Review*, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

<sup>1</sup> Overseas members see special leaflet.

† Coming to an end this term.

### French.<sup>2</sup> (See N.B. 4.)

*Nouveaux Pas en Français,\** by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 169-199, with grammar and exercises, or (more advanced) *L'Enseignement Littéraire du Français,\** by J. Molmy, Part I. (Hachette, 2/6), Lessons 13-18. Read and narrate *Contes et Récits,\** by J. E. Mansiou (Harrap, 2/-), pp. 52-99; parse two pages.

Read several poems and learn one from *Recueil de Poèmes,\** by J. Molmy, Vol. II. (Blackie, 6d.).

### Latin. (See N.B. 4.)

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,\** by M. C. Gardner, M.A. (Oxford Press, 3/-), Part II., §§ 43-52. Beginners, use Part I.

### German.<sup>2</sup> (See N.B. 4.)

*Primary German Course,\** by O. Siepmann (Macmillan, 4/-), Lessons 4-6, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

### or, Italian.<sup>2</sup> (See N.B. 4.)

*Practical Italian Grammar,\** by J. L. Russo (Harrap, 4/6), pp. 155-183.

### Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Pupil's Book IV.\* (University of London Press, 1/-), pp. 41-60. [It is essential to follow directions carefully in Teacher's Book IV. (2/3).] For rapid mental work, use *Arithmetical Dictation*, Book IV., by Alfred Wisdom (U.L.P., 1/-). Exs. 210-225. Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

### Geometry. (See N.B. 4.)

*A Shorter School Geometry,\** by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 119-121, 124-128, 130, 138-142.

*The School Set of Mathematical Instruments\** (P.N.E.U. Office, 1/- or 2/-).

### Algebra. (See N.B. 4.)

*Exercises in Algebra for Beginners,\** by W. S. Beard (Bell, 10d.), pp. 22-35, or continue in *A School Algebra*, Part I., by H. Hall (Macmillan, 3/6).

<sup>2</sup> Schools may substitute the national language.

#### Drawing.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-): out-door studies of trees and animals (see Glass, pp. 27-79). *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 6/-). Original illustrations for ballads and legends. Simple memory drawings. Paintbox\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Music.

In addition to ordinary work, choose and learn a suitable composition by Mendelssohn. For theory, teacher may use *An Introduction to Music*, by H. E. Pigott (Dent, 3/6). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6).

#### Music Appreciation.

The work of Mendelssohn, see (a) article and (b) records suggested under *Our Work* in the April Parents' Review.

#### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons, and Psalm 107; choose and learn a hymn. (a) A scene from *Julius Caesar*, or, (b) two poems from *The Golden Treasury*, or (c) from *Historical Lyrics and Ballads*, Book I. (Blackie, 1/-).

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 248-277, or, teacher to read from Bulfinch's *Sagas of the Norse Kings* (Dent, 2/-). *Letters from High Latitudes*,\* by Lord Dufferin (Dent, 2/-). *Thorstein of the Mere*, by W. G. Collingwood (Heinemann, 6/-).

#### Singing.

*The Clarendon Song Books*: Book III. (Oxford Press, 2/6 or 3/-, words and voice only, 6d. or 8d.). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17-20 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

#### Drill, etc. (Choose new work each term.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-V. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.). Ex-students, take House of Education Drills. For drill music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Skipping: *A Skipping Manual*, by O. M. Newmarch (Brown & Sons, 2/8). Netball: *Hints on Coaching Netball*, by Beatrice Stempel (Ling Association, 1/6). Tennis. Swimming: for land and water drills, see *Swimming Instruction* (Simpkin, Marshall, 1/-).

#### Work.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models. (Ex-students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Claymodelling: *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). Girls: make a simple cotton dress: *A Manual of Plain Needlework*, by Mrs. E. Griffiths (Oxford Press, 3/6). Boys: make models from *Light Woodwork for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. For acting out of doors: *Plays from Greek Myths*, by Audrey Haggard (Dent, 1/4). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

Teachers will find valuable suggestions for the teaching of Drawing and Handicrafts in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the literature, verse, play or poems are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form III lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London. S.W. 1. See special list. Blazers are also obtainable.

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

### FORM III.

PUPILS' NAMES .....

#### Bible Lessons.

- I. 1. Describe the Feast of the Dedication of the Temple, and quote any verses you can from the blessing of Solomon.
2. Write short accounts of *two* of the following,—(a), Elijah at the Brook Cherith, (b), the revelation to Elijah on Horeb, (c), the passing of the prophet Elijah.
- II. 1. Mention stories which our Lord told to help His disciples to understand about (a), prayer, (b), riches, (c), faith. Tell the whole story in *one* case.
2. Describe the whole occasion referred to in *one* of the following quotations,—(a), "The Lord hath need of him." (b), "Go and prepare the passover." (c), "And their eyes were opened and they knew Him." (d), "A spirit hath not flesh and bones as ye see Me have."

(N.B.—Passages learned under Recitations should not be given.)

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

*Letters from High Latitudes*, page 12, "Stornaway . . . .  
departure."

### Composition.

1. Give a description of one of the following,—(a), Constantinople (*Count Robert of Paris*), (b), the fens, (*Hereward the Wake*), (c), the fells of Lakeland, (d), the Geysers of Iceland.
2. Write, in verse, upon one of the following,—(a), A flight to Australia, (b), a journey in Africa, (c), a summer evening, (d), Æneas and the Sybil.

### English Grammar.

- A 1. Analyse the following, parsing the words in italics,—

"I *like* these things, and I *like to ride*  
When all the world is in bed,  
To the *top* of the hill *where* the sky grows wide,  
And where the sun grows *red*."

(Second Year.)

2. Make four sentences in which the same noun is used in each of four different cases.
3. Write notes on the following, giving examples in sentences: (a), the Historic Present Tense, (b), the Infinitive Mood of Purpose, (c), the Gerund.

(First Year.)

2. Find and copy from a page of one of your reading books four complex sentences containing different subordinate clauses. Underline the clauses, and say what is the work of each clause in the whole sentence.
3. Make four simple sentences containing different modifying phrases; expand the phrases into subordinate clauses, naming them.

### Literature.

1. Name four of the characters that interested you most in (a), *Count Robert of Paris*, or, (b), *Hereward the Wake*, or, (c), *The Foresters*. Describe one of them.
2. Describe a scene from *Julius Caesar* in which Brutus and Cassius meet and talk.
3. Write down the titles of six poems you have read this term, and "narrate" one of them.

### English History. (State book used.)

1. What do you know of our Anglo-Saxon forefathers? In what institutions are we reminded of them to-day?
  2. By what steps did William the Conqueror make himself master of the whole of England?
- or, 1. (see (2) above.)
2. Give some account of Henry II., and show why his reign was an important one for England. Dates.
  3. Write a short account of two of the following,—(a), Venerable Bede, (b), St. Dunstan, (c), Ethelred the Unready, (d), Anselm, (e), Becket.

### General History.

1. "Athens was saved and Marathon became a magic word." Describe the event referred to.
2. What do you know of "the glorious deeds and excellent virtues" of Akkar?
3. What "footprints of early man" have you put into your Century Book this term? Diagrams.

### Citizenship.

1. Show in what ways loyalty is due from each of us, and give examples of loyalty from your term's reading.
2. What are (a), rates, (b), taxes? Show that both are spent for the public good.

### Geography

1. Draw a sketch map of Russia in Europe, with boundaries, towns and physical features. Write a short account of the Volga and its towns.
2. Describe the journey from Paris to Rome, giving a sketch map of the route.
3. Give some account of the bed of the sea.

### Natural History and Botany.

1. Describe the skeleton and the movements of a snake. Diagram.
2. What plants would you expect to find (a), along the shore, or, (b), in the sea? Drawings.
3. Write notes on a special study you have made this term. Drawings.

### General Science.

1. What is air? Describe one experiment to show that it has weight.
2. Explain the way in which sound is produced in (a), a siren, (b), a tuning fork, (c), an organ pipe, (d), a tin whistle. Diagrams.
3. Describe, with diagrams, the work of the skin. What considerations must we bear in mind as to suitable clothes?

### Picture Study.

Describe, from memory, Mantegna's "St. George."

### French.

1. Write in French about (a), "Le Renard et le Coq," or, (b), "Mon Père."
  2. Write a letter, in French, describing (a), "Sports day at school," or, (b), your schoolroom.
  3. (Chapuzet.) Write down in French your time-table for the day, giving the times and saying what you will be doing.
- or, 3. (Molmy.) Translate into French, page 42 (5), sentences 1-10.

### Latin

1. Translate (1) Having seen the enemy, the soldiers were not afraid. (2) What ships are on the sea? (3) We asked if they had seen the king.
2. (a) *A Latin Book for Beginners*, Part II., § 44. Translate lines 14-21 (*Ipsi . . . volebat*). (b) Read again the Latin of (a), then write a narration in Latin.
3. Read § 49 in the Latin, and out of it write down and translate four phrases or passages that call up some vivid picture.

### German.

1. Describe, in German, as far as you can, the picture on page 19.
2. Work exercise, page 170 (a), IV., 1-6.
3. Translate into German, page 172, exercise VI.

### or, Italian

1. Make six sentences in Italian about the map of Italy.
2. Translate into Italian page 161, Exercise G, 1-10.

### Arithmetic

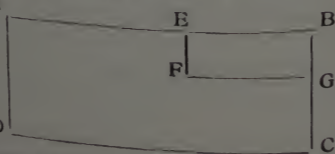
1. Find by Practice the value of 256 articles at £3 : 16 : 3½ each.
2. Find the value of  $\frac{5}{8}$  of 6 yds. 2 ft. 8 in.
3. An article bought for  $\frac{8}{4}$  was sold at a gain of 10%. Find the selling price.

### Geometry.

1. Prove that the area of a parallelogram is equal to the area of the rectangle on the same base and between the same parallels.
2. ABCD is a parallelogram and P is any point within it. Prove that the sum of the triangles PAB and PCD is equal to half the parallelogram.
3. Prove that the square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the other two sides.

### Algebra.

1. If  $x=5$ ,  $y=8$ ,  $z=10$  find the value of:— (1)  $y^3$  (2)  $3z^2$  (3)  $2x^2y^2$
2. Find the algebraic sum of:—  
 $5x - 2y + 6z$ ;  $-3x - 5y + z$ ;  $2x + 7y - 6z$ .
3. In the diagram find the area A of the figure AEEFGCD, if AB is 5 in., AD is 3 in., EB 3 in., and EF 1 inch. Then let AB, AD, EB, EF be  $p$ ,  $q$ ,  $r$ ,  $s$  inches respectively and express the same area in these letters.



**Painting.** (All work should be done with brush and in colour.)

1. Illustrate a scene from a play or story you have read, and give it a title.
2. A picnic study.

### Music Appreciation.

What compositions by Mendelssohn have you most enjoyed? Describe one of them.

### Recitations.

Father to choose two Bible passages and a poem.

### Reading.

Father to choose a poem and a leading article from a newspaper.

### Music.

Report progress.

### Singing.

Father to choose an English, a French, and a German song, and three exercises.

### Drill.

Report progress.

### Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.